

THE PAKISTAN STUDENT:

His desire to study in and preconceptions
of the U.S.; his problems and evaluation
of his experience in the U.S. and
upon return to Pakistan.

by

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PREFACE

Two years ago, Mr. Naeem Rathore approached us for assistance in his plans for making a study on "The Pakistan Student: His desire to study in and preconceptions of the U.S., his problems and evaluation of his experience in the U.S. and upon return to Pakistan." The task Mr. Rathore assigned himself was tremendous, but he was determined to meet the challenge - a challenge which was undeniably real. We wanted to encourage him in this undertaking and were happy that a small grant was possible. In retrospect, this grant can only be called a token one when compared to the total money and effort expended by Mr. Rathore himself.

Presently a Ph.D. candidate at Columbia University, Mr. Rathore took his M.A. at the same institution in the field of Political Science after completing his undergraduate work at the University of Michigan. Concurrently with his academic work, he has been most active in student activities, having served as Chairman of the Planning Committee for the First Pakistan Student Convention, President of the Pakistan Students' League in the City of New York and later President of the Muslim Students Association at Columbia University. This combination of formal study and organizational experience admirably equipped him for the study which is treated by this preliminary report.

The American Friends of the Middle East claims no credit or responsibility for its contents and concluding suggestions. We do, however, recommend it to the many individuals and organizations interested in this field in the hope that it will stimulate more research and study into the complicated, often delicate, problems of intercultural relations.

R.L. Steiner, Director
Department of Educational Services
American Friends of the Middle East

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Mr. Lauri Shaffi, Minister and Consul-General of Pakistan, presently at San Francisco, California, is responsible for the many valuable contacts I was able to make with the Ministry of Education in Pakistan. Both Mr. S. M. Sharif, Educational Adviser and Dr. Imdad Hussain, Deputy Educational Adviser, Ministry of Education, Government of Pakistan, were kind enough to take time to discuss the project, and to give me letters of introduction.¹ I am thankful also for the cooperation and information given to me by Mian Afzal Hussain, Vice-Chancellor, Punjab University, Dr. W. A. Jenkins, then Vice-Chancellor, Dacca University, and Dr. M. Raziuddin Siddiqui, Vice-Chancellor, Peshawar University. American officials at the Embassy and the International Cooperation Administration in Karachi, Lahore and Dacca extended many courtesies and supplied helpful data. I wish to mention in particular, Mr. Leon Shelnutt, Cultural Affairs Officer, for inviting me to observe the selection of Fulbright candidates in Lahore. Mr. Robert A. Woolridge, Vice-Consul in Dacca, was most helpful in providing badly needed transportation to various interview appointments in that city.

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¹ Mr. Sherif is presently the Secretary of Education to the Government of West Pakistan, and Dr. Hussain is Educational Attache in London.

For help on various aspects of this project, my appreciation goes to Mr. M. S. Huq, Cultural and Educational Attache and Mr. Syud Ahmed, Press Attache, both of the Pakistan Embassy in Washington; to Mr. M. Brewster Smith of the Social Science Research Council of New York; to Mrs. Barbara Walton of the Policy and Planning Committee at the Institute of International Education; to Miss Mary V. DeWitt, Statistics and Research Division of the Committee on Friendly Relations Among Foreign Students; to Mr. Erin Hubbert, Acting Chief, Program Evaluation, Program Development Staff, International Educational Exchange Service, Department of State, Washington, D. C.; to Mr. Noor Ilahi Khawaja, Librarian of the Punjab Public Library and Captain Sheikh, Manager of the Regional Employment Exchange in Lahore; to the secretarial staff of the Department of Educational Services, American Friends of the Middle East; to Mr. John H. Canning, Pakistan Desk Officer of the International Cooperation Administration in Washington and to the Pakistan Students Association of America.

Naeem Gul Rathore

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2. INTRODUCTION

A. PURPOSE OF STUDY

The number of Pakistani students coming to the United States is increasing every year.² Devaluation of the Pakistani Rupee raised the cost of American education, yet the number of scholarship awardees and privately sponsored students continues to rise. This is because an increasing number of individuals and private and governmental organizations are becoming interested in sponsoring students who seek training and education abroad.

Faculty advisors, foreign student advisors, and other interested groups need information about the problems of this ever increasing number of students from Pakistan. Knowledge about their problems in the United States and upon their return home will enable interested groups to aid future students before leaving Pakistan, while in the United States and on their return. Thus, their experience and training will be of more value to these students and to Pakistan.

The major aims of this study are:

To discover to what extent there is a desire among students in Pakistan for study abroad, and why those who wish to do so select the United States.

To determine what preconceptions are held by the students concerning the United States, its people, U.S. - Pakistan relationship and to ascertain their estimate of student expenditure in the U.S., their sources of information and whether or not there already exists a desire to settle in America.

To find out what is the primary motivation for study abroad among the Pakistani students in the United States and those who have returned home; to obtain from this group information regarding the various problems before departure, while studying in the United States and what was their evaluation of and expectations from their U.S. experience.

² In 1948-49, 98 Pakistani students came to the United States and by 1956-57, 373 students were in various parts of the United States for training and study. Information received from the Committee on Friendly Relations Among Foreign Students, and Open Doors, Institute of International Education, New York, June 1957, p.35.

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To investigate the personal and vocational problems upon return caused by the American educated Pakistanis' foreign experience and to note whether they consider themselves utilized successfully or unsuccessfully with the possible resultant desire to go back to America for good.

To suggest what the Government of Pakistan, the Pakistani Embassy in the United States, the American institutions accepting Pakistanis, and the students themselves can do to minimize the many problems which confront Pakistani students.

B. METHOD OF RESEARCH

The data presented is based upon the opinions and remarks, as well as the facts given by the students in Pakistan; their teachers, principals and the Vice-Chancellors; students in the United States; Amgrads³ and American and Pakistani government officials in Pakistan. All information has come first hand from personal interviews and from the written answers to prepared questionnaires. The report ends with the researcher's suggestions as to how some of the difficulties can be tackled by various groups.

In presenting the findings in this report a procedure is followed by which answers most frequently given to a particular question are always presented first; other answers follow in order of their frequency. Quotations contained herein are selected because they are considered to be apt and representative of the over-all opinion of that particular group. Tables have been presented within the text for ease of reference.

1. Students in Pakistan

A total of 2138 students in East and West Pakistan including 15 Fullbright applicants answered questionnaires. Fifty-six of these students were student leaders (holding an office in a college student organization, such as college union, sports club, literary club, etc.). They were interviewed individually in addition to the questionnaire.

In the selection of students for the questionnaires two methods of random selection were used. First, where the college population was less than 400, the president of the college

³ "Amgrad" is the term to denote those who had graduated or studied or received training in America. This is the term we will commonly use in this report.

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student government would post or circulate lists of odd or even roll numbers⁴, asking those within the particular grouping to come to the college assembly hall for questioning. Second, where the student population was greater than 400, questioning was done in two to three sections of the English classes which are compulsory in these schools. In the selection of students for these questionnaires the emphasis was placed on senior students both men and women.

The students would usually then gather in an assembly hall and after an explanation of the purpose and method of the research project, the questionnaires were distributed. The students were asked to write freely and anonymously if they wished. But, with the exception of a handful, all wrote their names. Some were so interested that they also wrote on the back of the questionnaire. The students were made to sit apart from one another to avoid consultation. This method was repeated in every college in East and West Pakistan.

Students were given, on the average, one hour to complete the questionnaire, while one to three hours, one being the average, were spent in the individual interviews of student leaders.

2. Students in the United States

The questionnaire was mailed to 231 students in the United States. A total of 117 students (50% of the sample) responded.

This was supplemented by 40 personal interviews, of one to two hours each. Most of the interviews with the Pakistani students took place at their respective Colleges and Universities.

3. Amgrads in Pakistan

One hundred thirteen Amgrads were interviewed. The names of these American educated Pakistani students were obtained from lists prepared by the Amgrad alumni associations, the officers of the United States Embassy, the United States Education Foundation in Pakistan, departmental heads of the Pakistan central and provincial governments, as well as through personal contact.

The Amgrads were enthusiastically willing to talk and make suggestions. Some went out of their way to contact other American

⁴ Every student in Pakistan on enrollment in a college is given a roll number by the college authorities. When a teacher takes attendance, he calls out the roll number instead of the student's name.

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educated Pakistanis who had not yet been interviewed. Where many Amgrads were in a single department, a representative few were interviewed. These few were usually recommended by their departmental head or colleagues as either "well adjusted" or not. Each interview lasted one to two hours.

This data on Amgrads was supplemented by personal interviews with twenty-two college principals; three vice-chancellors; six American Embassy officials; two officers of private American organizations; two missionaries; five educators, both within and without the Pakistan Ministry of Education; two politicians; twenty-one college professors, and five Americans working in Pakistan on the exchange-of-persons program.

3. PAKISTANI STUDENTS IN PAKISTAN

A. DEFINITION OF THE GROUP INTERVIEWED

Two thousand one hundred thirty-eight students from 23 institutions of higher learning, of five principal cities (Karachi, Dacca, Lahore, Lyalpur and Peshawar), in East and West Pakistan constitute the bulk of the sample. One thousand seven hundred ten were men and 428 women. Of the 23 institutions, 7 were co-educational, 10 for men alone and 5 for women. Among the professional colleges, 3 were medical, 3 engineering, 2 were teachers' training, one dental and one agricultural.

I. AGE RANGE

The sample covers an age range of 14 to 44 years, with 83% of the group being between 16 to 23 years. The few considerably older students were from teachers training colleges.

Table I. Age Range

<u>Age</u> <u>in years</u>	<u>Number</u> <u>of students</u>	<u>Age</u> <u>in years</u>	<u>Number</u> <u>of students</u>
14	7	29	17
15	65	30	12
16	199	31	12
17	217	32	8
18	285	33	4
19	252	34	4
20	308	35	2
21	219	36	2
22	175	37	2
23	121	38	1
24	67	39	1
25	64	40	0
26	50	41	0
27	22	42	0
28	20	43	1
		44	1

Students in Pakistan

2. Family and Size of Family

Sixteen per cent of the students interviewed had lost their fathers, 13% their mothers and 4% were orphans. The average number of children in the Pakistani students' family is six but a considerable number have more. These factors are significant in considering the financial ability of the family to support the student's education.

Table 2. Number of Brothers and Sisters

Number of Brothers and Sisters (<u>Excluding the student</u>)		Number of students (<u>Reporting</u>)
0	.....	113
1	.....	83
2	.....	141
3	.....	212
4	.....	270
5	.....	301
6	.....	312
7	.....	251
8	.....	198
9	.....	123
10	.....	70
11	.....	39
12	.....	15
13	.....	3
14	.....	4
15	.....	1
16	.....	1
17	.....	1

3. Marital Status

A total of 211 students (10% of the sample) reported being married, the students of the teachers' training colleges constituting 55% of this group. Among the married, 11% were women. The number of children reported among the married students ranged between none and six, with 41% reporting having no children.

Students in Pakistan

Table 3. NUMBER OF CHILDREN

<u>Number of children</u>	<u>Number of students</u>
0	88
1	60
2	32
3	22
4	5
5	1
6	3

4. Refugees

Thirty-four per cent of the students were refugees from India. The majority of them came from East Punjab.

Table 4. REFUGEE STUDENTS

<u>Part of India</u>	<u>Number of Students</u>
East Punjab	422
United Provinces	104
West Bengal	56
Delhi	44
Behar	42
State of Jammu and Kashmir..	21
Hyderabad (Deccan)	15
Bombay	11
Central Provinces	8
Assam	4
South India	2

5. Academic Level and Subject of Specialization

Fifty per cent of the sample was attending undergraduate schools, with a large proportion of them in their final year.

Two per cent were working for their masters degree. The remaining 48% were in professional schools.

Students in Pakistan

Table 5. DISTRIBUTION OF PROFESSIONAL STUDENTS

Medical students	.....	379
Engineering students	.....	233
Teachers training students	....	233
Agriculture students	.....	101
Dentistry students	.....	43
Law students	.....	40

6. Choice of Occupation

The students were to indicate the future occupation they intend to pursue after the completion of their studies.⁵ All students from the medical, engineering, dentistry and law colleges were planning to be doctors, engineers, dentists and lawyers, with the exception of two medical students. Among the 233 students of teachers' training colleges, 13% did not plan to be teachers.⁶

The greatest number of students who did not plan to take occupations in line with their studies were those in the agriculture college. Out of 102 students, only 15% were planning to be working in the fields allied to agriculture. The answer of the remaining students were as follows: undecided 27; Civil Service 16⁷; engineer 13; businessman 7; doctor 6; soldier 5; teacher 5; lawyer 3; musician 1; pilot 1; police officer 1; and, politician 1.

⁵ Principals of the colleges and the Vice-Chancellors of the universities interviewed pointed out that by enlarge the choice of the occupation does not rest with the student. In the majority of cases, the decision lies with their parents. For further observations, see the researcher's article entitled, "Higher Education in Pakistan", Pakistan Review, May, 1957, p. 40.

⁶ Seventeen were yet undecided, 5 planning to join business, 5 hoping to be engineers, one a politician, one a doctor, and one hoped to be a forest officer.

⁷ Primarily in the field of foreign service.

Students in Pakistan

The students of the non-professional institutions indicated the following choice of occupations.

Table 6. OCCUPATIONAL CHOICES

<u>Choice</u>		<u>Number of students</u>
Undecided	.....	215
Engineer	.....	212
Doctor	.....	210
Teacher	.....	140
Lawyer	.....	89
Civil Servant	.....	72
Businessman	.....	72
Politician	.....	27
Journalist	.....	18
Soldier	.....	16
Housewife	.....	15
Social worker	.....	6
Artist	.....	4
Accountant	.....	3
Airline hostess	.....	3
Roman Catholic Priest	.....	3
Banker	.....	2
Film star	.....	1
Agriculturist	.....	1

7. Extra-Curricular Activity on Campus

Out of the 1710 male students questioned, 66% were participating in extra-curricular activities - "those phases of school activities not taught in the class room, though functioning under the guidance of the faculty such as sports, clubs, etc.⁸" Among the female sample of 428, only 24% reported extra-curricular activities on the campus.

The most popular activities among men were sports such as football (soccer), cricket, badminton, volleyball, hockey and track. The women who did participate generally chose such activities as dramatics, debating, college government and indoor games. Some students reported more than one extra-curricular activity.

⁸ Bernhard, Clarence L., Ed. American College Dictionary, p. 428

Students in Pakistan

Table 7
EXTRA-CURRICULAR ACTIVITIES
AMONG MALE STUDENTS

	<u>Number of Students</u>
None	578
Football	246
Cricket	201
Badminton	177
Volleyball	154
Hockey (field)	108
Track ⁹	107
College government	106
Swimming	99
Debating	93
Indoor games ¹⁰	75
Tennis	46
Social work	40
Journalism	37
Basketball	25
Marksmanship	24
Dramatics	22
Cycling	21
Hiking	20
Kabbadi	19
Boating	13
Boxing	12
Scouting	8
Wrestling	7
University Officers	
Training Corps	6
Baseball	2
Squash	

⁹ Includes gymnastics, pole vault and weight lifting.

¹⁰ Includes table tennis, cards, chess and billiards.

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Table 8
EXTRA-CURRICULAR ACTIVITIES
AMONG FEMALE STUDENTS

	<u>Number of Students</u>
None	320
Dramatics	26
Tennis	24
Debating	21
Badminton	18
College government	15
Social work	12
Indoor games	11
Journalism	9
Swimming	8
Pakistan Womens	
National Guard	5
Volleyball	4
Hockey	3
Baseball	3
Girl Guides	3
Cycling	2
Cricket	1

8. Amusements and Hobbies

American movies and reading of magazines and novels topped the list of amusements and hobbies reported. Twenty-eight per cent of the total sample listed no hobby, while some reported more than one.

Students in Pakistan

Table 9. AMUSEMENTS AND HOBBIES

<u>Hobby</u>	<u>Number of Students</u>
No hobby	600
Movies	574
Reading magazines, novels, etc.	522
Photography	344
Stamp collecting	254
Gardening	165
Pen friendship	148
Music	89
Hunting	79
Painting	78
Singing	62
Knitting, embroidering, or sewing	60
Indoor games	46
Traveling (picnicing or sightseeing).	39
Dancing	37
Gossiping	35
Riding	34
Drawing	24
Coin collecting	24
Radio listening	23
Newspaper clipping (news of interest)	19
Social work	17
Fishing	16
Palmistry	15
Cooking	15
Kite flying	14
Chess	10
Model aircraft	9
Collecting of objects such as: match boxes, plants, butterflies, recipes, movie star pictures, auto- graphs, old guns, stones, and cartoons.	6 and less

9. Travel in Pakistan and Abroad

It is interesting to note that 81% of the students indicated having traveled within their provinces, but that travel between the two provinces of East and West Pakistan was very low, only 3%. In fact more students had gone abroad (328 students or 16%) than had visited the other wing of their country. A few reported having visited more than one country.

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Table 10 TRAVEL ABROAD

<u>Country visited</u>	<u>Number of Students</u>
India	247
Europe (countries not specified).....	15
Iran	14
England	12
Ceylon	12
Iraq	11
United States, Burma	9 each
Saudi Arabia, Egypt, Afghanistan	7 each
Malaya	5
East Africa	4
Turkey, Syria	2 each
Aden, New Zealand, Japan, Hong Kong, Indonesia	1 each

The major reasons given for this travel abroad were: for pleasure (249), for study and training (79).

B. GAIN FROM STUDY ABROAD

In answer to the question: "What would you primarily expect to gain from study abroad?", the response was:

1. Knowledge (84%)
2. Broadening of outlook (10%)
3. Better prospects and prestige (6%)

Since Pakistan cannot, and does not, offer specialized training at the present time in certain fields or the latest knowledge in many others, Pakistani students must seek these abroad. This is the basic point made by those who indicated the purpose of study abroad was to gain in knowledge. Almost every Pakistani in this group felt that Pakistan would benefit from his personal foreign study or training and that the Government of Pakistan would welcome him on his return.

It was felt by 10% that study abroad would afford a wonderful opportunity to see "different cultures, customs and life." As one woman student wrote: "It will help me to get rid of my parochial views."

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Six per cent of the students mentioned that, on their return, they would "have better opportunities for employment as foreign degrees pay a good price in Pakistan." In the same category were students to whom study abroad meant "an achievement and a mark of distinction" in Pakistani society. Most of the students in this group felt that those who return after study abroad are better qualified for good positions.

C. DESIRE TO STUDY IN THE UNITED STATES AND EXPECTED EXPENDITURE

Ninety-one per cent of the students replied that they wished to study in the United States. The remaining 9% preferred to study in Great Britain. Their reasons for not selecting the United States were: study in the United States is too expensive; British education is superior; fear of racial discrimination in the United States; that the study of law was best in England because Pakistani law is based on the British code; a few reported flatly "No" to study in the United States without giving any reason.

Out of the professional college students, 93%, and from the non-professional college students 89% preferred the United States over Great Britain for their foreign study.

The students who expressed a preference for study in the United States did so primarily because they felt that American educational methods were more advanced, that American colleges had more to offer in their field of interest and were geared to practical education rather than just theory alone.

The second reason, most frequently given for studying in the United States rather than in England, was that the American people would more readily welcome the Pakistani student. These students considered the United States the champion and defender of new and developing countries. They felt that the American people were friendly, "frank and free and not reserved like the British." As one student declared: "We find America our best friend in the world. It has supplied us food in famine and armaments to defend ourselves against aggression. I would like to be in a country of friends."

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It was felt by many that America, a young country which tackled and successfully solved her own initial difficulties, would be a good country for Pakistan and her students to study and emulate. Some wanted to see, out of curiosity, this modern paragon of technological and democratic living. One student expressed the feeling of many when he stated: "I want to see it personally - the high sounding words - democracy, equality, dignity of labor, which many Americans preach in our country. Are they really carried out in America?"

Some chose America because they believed that one can receive a degree from an American university easily and in a relatively shorter span of time than would be the case in any European country. A few selected America for the desirability of the climate.

A fairly large number of students preferred the United States for their education for financial reasons, not only because more scholarships are offered but also because they seemed to believe that they could find jobs paying enough to help defray academic expenses and to save a little, too. This idea, so generally held, apparently came from their American teachers and from Amgrads returning to Pakistan. Forty-four per cent of those who wished to go to the United States believed that they could easily supplement their income by getting a job in America.

Students seemed to have little knowledge about what their total average expenditures might be in the United States, nor the amount of college tuition they would be required to pay. Thirty-six per cent of the sample claimed to know their total expenditure, and their mistaken estimates were less than \$100 per month. Only 8% of the students questioned professed to know the cost of tuition in the United States, which they estimated it to be from \$20 to \$80 per year. Any of these students coming to the United States with these estimates are bound to run into financial difficulties.

D. SUBJECT OF STUDY DESIRED IN THE UNITED STATES

Among the non-professional students who desired to go to the United States, 16% were undecided about the course of study.

Students in Pakistan

Ninety-five per cent of the professional students, however, knew what field of specialization they wanted to pursue. Excepting the students of teachers' training colleges and agriculture college, the professional students wanted further specialized study or training in the fields related to their present study.

Of the 233 students of the teachers' training colleges, 208 chose America for studies. Among the 208, only 42% wanted to take up subjects related to their present field of study while abroad, the remainder wanting to learn engineering, medicine, nursing, business, etc.. It was stated earlier that when these 233 were asked what their choice of occupation was, only 13% responded that they did not plan to be teachers. But when they were asked what they would like to study abroad, the percentage selecting another field of study increased to 58%. It is evident that those making up this 45% difference would not pick education as their profession if they really had freedom of choice in regard to their field of study.

The trend reverses itself when it comes to the students of agriculture. Only 15% of the students were planning to take up occupations related to their present field of study. However it shows that given the temptation of an American education, 71% of these students desired to specialize in subjects directly related to agriculture.

Among the 84% of the non-professional students, who also knew what they desired to study in the United States, the following subjects, in order of preference, were the most popular: engineering, medicine, law, economics, political science, history, English, psychology, physics, business administration, chemistry and journalism.

E. PRECONCEPTIONS ABOUT THE UNITED STATES

Part of the questionnaire was designed to gain insight into the conceptions and views Pakistani students held about the United States - Pakistan relationship, America and its people and about American women. The chief purpose in asking these questions was to determine any possible basic antagonism or over-enthusiasm for America and American ways.

Students in Pakistan

I. U.S. - Pakistan Relationship

As to the U.S. - Pakistan relations, the majority tended towards the favorable and a "middle of the road" attitude. Among the favorable replies two basic trends of thought were prominent; 1) the feeling that Pakistan and the United States, both being democratic and "God-fearing" countries, are bound together against dictatorial and atheistic forms of government, e.g., "Both are partners in a common cause of saving the world from atheistic communism." 2) a sense of gratitude for the generous and timely help given to Pakistan in time of need, e.g., "We owe a debt of gratitude to them in many regards. Their help during the last two years, during flood and in economic difficulties has saved Pakistan from famine and bankruptcy."

The "middle of the road" attitude seemed to stem from a basic suspicion as to possible ulterior motives in the United States' aid to Pakistan. Some of this group felt that the motives were based on political reasons rather than on a sympathetic desire to help the poorer nations. For example, "So far, relations are friendly, but I don't quite understand why America is trying to be so friendly with us. Is it helping Pakistan because we need help, or is it trying to strengthen her position against Russia?"

There were those who felt that the United States was not doing enough to help Pakistan, and, in contrast, those who felt that Pakistan should not depend upon American aid, but should stand on its own two feet. The statements of the latter group suggest a latent feeling of hurt pride, a feeling that Pakistan "is always on the receiving end," e.g., "To me, it seems that the relation is between a charity-giver and a charity-taker."

The two most important unfavorable estimates of U.S. - Pakistan relations were: 1) voiced fear of American political domination of Pakistan, and 2) dissatisfaction, due to the lack of U.S. support in the dispute with India over Kashmir. The first group viewed America as an aggressive, imperialistic and base-seeking country, trying to use Pakistan for its own ends. For example, "America wants Pakistan to be a military base and a colony." Another wrote: "The relations are such that Pakistan has now become a puppet in the hands of America in the sense that it cannot take an independent step regarding its foreign relations with other countries."

Students in Pakistan

The second group felt greatly disappointed by the United States' "passive" role in resolving the Kashmir dispute. Typical of the various replies were: "If the relationship is really friendly, why don't they help us in our just cause of Kashmir?" Many felt that the United States' aid was a subtle move "to make us shut up on the question of Kashmir."

2. How the U.S. Can Best Aid Pakistan

To the second question, that sought views on how the United States can best aid Pakistan, the majority suggested the best way was through educational assistance -- aid in the opening of more modern schools and colleges with the latest facilities, books, laboratories, libraries, etc.. It was felt that more scholarships could be created for students who are unable to afford education and for those who seek specialized training in America. One youth put it: "The best way to help Pakistan is to educate her illiterate people," and another, "by helping the students get the best education at home and abroad. They are the future leaders and pillars of Pakistan."

Second in number were the replies of students who emphasized the desire for American aid in the form of technical and economic assistance. These students felt that the surest way America could help raise the Pakistani standard of living was by providing experts and aid in the form of grants and loans, by encouraging agricultural and industrial development.

The third group felt that the United States should "give us military aid," allowing Pakistan to use its money, now being appropriated for defense, for economic and social development. The fourth group regarded U.S. support in the Kashmir issue the best help. This aid, they felt, the United States could give "by pressing the United Nations to solve this stale-mated vital question."

Finally, it was suggested that the United States should, a) increase trade rather than aid, b) insure "that aid reaches the common man and does not evaporate at the top," c) forbear from dragging Pakistan into international power politics, d) prohibit the importation of "vulgar pictures (into Pakistan) which are the main cause of lowering the morals of our younger generation," e) refrain from "interfering in our internal and foreign affairs."

3. America and its People

The majority visualized America as: "a rich and progressive country", "a highly industrialized country"; "richest country in the world"; "most advanced in science"; "a country full of machines"; "a land where the gifts of God are superlative"; "a mighty nation"; "America is a place full of honey and milk"; "a country inhabited by different races helping one another for mutual benefit."

A few said they saw the United States as: "a country where lynching is still practiced"; "a place where Negroes have little rights"; "where two classes of people live --one the rich who control the administration of the country, the other were the poor who are oppressed by the rich business and industrial magnates", "they have no respect for tradition or culture."

The picture of the American people that the majority held in their minds was more favorable than unfavorable. Americans were characterized as "jolly"; "luxury-loving"; "wealthy"; "independent"; "progressive"; "gentle"; "hospitable"; "helpful"; "educated"; "democratic"; "friendly"; "frank"; "active"; "peaceful"; "practical". They compared Americans with the British and thought them "far more pleasant than Englishmen." They admired the fact that American students work while studying.

Among the unfavorable remarks were: "they are lovers of money and pleasure"; "people believe in democracy, but draw a line at the colored people"; "T.V. crazy people"; "people with no family ties"; "they are not as cultured as the British"; "they are too much afraid of the Russians"; "they are overpaid, over-dressed, oversexed over there."

4. American Women

The next question concerned itself with the preconceptions Pakistani students held concerning American women. Almost all of the women students had a great deal of admiration and respect for, and wished to emulate American women.

The men were almost evenly divided in their opinion -- with a slightly greater number holding a favorable view. The majority commented on the equality of men and women. Others appreciated the contribution American women were making to their families, communities, and country, in contrast to the passive role played by Pakistani women.

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Typical of the favorable comments were: "they work side by side with men...in offices, in factories, and in professions"; "their place in their society is not as low as our women have in Pakistan. Their place is equal to the male"; "American women are not what people see through Hollywood publicity. They are said to be simple, good housewives, and good mothers"; "They work outside and then perform their household duties, too."

The unfavorable comments ranged from: "They are very cheap, corrupt and unfaithful," to "They are inclined to compete too much with men, rather than accept their primary duty at home." Most of the unfavorable replies referred to what they felt to be a low standard of morality, lewd and vulgar dress, easy divorce and premarital sexual relations.

5. Their Sources of Information

The question that logically comes to one's mind is what are the sources of this opinion about America and its people?

The most popular source of information was the Pakistan newspaper. The second most frequent source was USIA, from whom some students received Panorama, published in English, Markin Parikaram, in Bengali, and Saeer Been, in Urdu, distributed in East and West Pakistan. The third source was American magazines sold in Pakistan, such as The Reader's Digest, Time, Life, Collier's, The Saturday Evening Post, National Geographic, and sensational and tawdry magazines. To cite the bad influence of the latter, one student wrote, "after reading True Stories Magazine, I think that the majority of American women are corrupt and unfaithful".

The fourth major source of impressions is American movies. It is unnecessary to comment at length on the quality of most movies sent abroad for foreign consumption, for the result is evident from the tenor of the students' remarks. Suffice it to say that many movies do little to present a realistic picture of America and the American way of life.

The fifth source of information was Americans resident in or visiting Pakistan. This group included missionaries in schools and colleges, U. S. experts and advisors, Fulbright teachers, other American officials and those passing through including an American student delegation from California.

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The sixth source mentioned were books, including those by Erskine Caldwell, Ernest Hemingway, Howard Fast, Sinclair Lewis, Upton Sinclair and Dr. Kinsey. Dr. Kinsey's research seems to have received much publicity and created an astounding impression upon the students about the supposed morals of Americans. There were repeated references to his work both in the questionnaires and in interviews.

The seventh source of information leading to preconceptions about the U. S. was American-educated Pakistanis. Judging from the answers of the students who listed brothers, fathers, relatives or friends who had been to the U. S. as their source of information, it seems that a more favorable impression and understanding of America was being disseminated by these people. The last two sources of information listed were radio, particularly The Voice of America, and pen friends.

F. DESIRE TO LIVE IN THE UNITED STATES FOR GOOD

Among the one thousand nine hundred forty-three students who wanted to study in the United States, 37% declared that they would like to settle in the U.S. . Some even indicated the states in which they would like to reside. The three states most often mentioned were California, Illinois and New York. The primary reason given for wanting to live in America was that they felt this would offer them "tremendous scope and opportunity".

Typical of the replies of those who wanted to study but not settle in the United States were: "what for?"; "I love my country"; "East or West, home is the best". A few students cited racial discrimination and "McCarthyism" as reasons for not desiring to settle in America.

4. PAKISTANI STUDENTS IN THE UNITED STATES

A. A DEFINITION OF THE SAMPLE.

The questionnaire was sent to 231 Pakistani students in the United States; a total of 117 (50%) replies were received. Of the group 107 were men, 10 women; 93 were from West Pakistan and 24 from East.

1. Age Range

The sample covers an age range of 17 to 43 years, with the largest number from 20 to 27 years of age, an older age group than that questioned in Pakistan.

2. Marital Status

Twenty-six per cent of the 117 students as compared to 10% of those in Pakistan reported being married. While one reported having six children, the average was one per family.

3. Refugee Status

Forty-two per cent of the students, as compared to the 34% in Pakistan, were refugees from India. It is interesting that according to the 1951 census figures, over 35% of those holding higher degrees in Pakistan were refugees, although refugees constituted only 10% of the population.

4. Academic Status

Fifty-eight per cent of the sample in the United States were graduate students (38% had finished four years of college and 23 had already received their Masters degree in Pakistan). Fourteen per cent had come to the United States after passing their intermediate examination (the equivalent of two years of college in the United States); 15% had graduated from High School; and 9% were still high school students. The remaining 4% did not indicate their academic status. Of the graduate students, two had studied and obtained degrees in England, one in Australia and the rest in Pakistan.

Of the sample studying in the United States, 8 students had graduated, 19 students received their Masters degree, and 3 obtained doctorates. All of them were continuing their studies, except the 3 with doctoral degrees, who were to leave for Pakistan shortly.

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5. How Their Education Was Financed

Over one-third of the students were in America on private funds, on their own savings or on money from full-time or part-time jobs held while studying. Twenty-five were totally sponsored by various scholarships and funds. The remaining 51 were financing their American education partly through tuition scholarships and partly through private funds.

Table II SOURCES OF FINANCIAL AID

<u>Source</u>	<u>Number of Students</u>
Parents	33
Scholarships	25
Full or part-time jobs	5
Own savings	3
Combination of above sources.....	51

The major financial difficulty reported by the privately supported students was the devaluation of the Pakistan Rupee in July, 1955, when its dollar value was cut almost in half. Great financial hardship was worked upon the students who had already planned their finances according to the former rate of exchange.

Over half of the sponsored students were receiving all of their funds in the United States. The remainder were receiving from 15% to 95% of their total expenses in scholarship aid.

Table 12 PERCENTAGE OF LOCAL
EXPENDITURES PROVIDED BY SCHOLARSHIP

<u>Percentage</u>	<u>Number of Students</u>
100%	25
75-95%	6
50-70%	5
15-40%	6

Almost half of these scholarship grants have been provided by the United States Government under the Fulbright and Smith-Mundt Programs and the International Cooperation Administration (ICA). American private agencies and the Pakistani Government, both local and national, have provided most of the other aid.

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Table 13 SOURCES OF SCHOLARSHIP AID

<u>Sources</u>	<u>Number of Students</u>
U.S. Government	21
Fulbright & Smith-Mundt Programs	15
International Cooperation Adm.	6
Private American Agencies.....	9
American Field Service	4
Ford Foundation	2
Asia Foundation	1
Philips Exeter Academy	1
Western College	1
Pakistan Government	7
Central Government	6
Government of Sind	1
Private Pakistan Agencies	4
All-Pakistan Womens Association	2
Legal Foundation	1
Educational Trust of Karachi	1
Other	1
Swiss Boring Overseas Corp.	1

Most of the sponsored students (33) received their aid in monthly remittances ranging in amount from \$100 to 360. Twelve students received between \$100 to \$150 per month, nine \$150-\$200, nine \$200-\$250 and three \$250-\$360. The remaining 9 received their scholarship aid on a tuition free-plus-pocket-money plan. This extra spending money in the case of one student added up to \$65 per month but in most cases it was less than \$25 per month.

6. What and Where They Studied

Engineering, social sciences and physical and natural sciences were the popular fields of study.

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Table 14 FIELD OF STUDY AMONG
PAKISTANIS IN THE U.S.

<u>Field</u>	<u>Number of Students</u>
Engineering	34
Social sciences	19
Physical and natural sciences ...	16
Humanities - English, history, etc. ...	12
Agriculture	10
Business Administration	6
Education	6
Medicine	6
All others	3
Unreported	5

The 117 students replying to the questionnaire attended 79 institutions in 35 of the states. They were scattered almost evenly throughout the U. S. - 35 students in the East, 35 in the Mid-west, 21 in the South and 19 in the Far-West.

7. Length of Stay Expected and Desire To Live In The U.S.

Some students were planning to leave within one year, while some did not plan to go home for another eight years. Many were undecided as yet. Thirty-eight per cent of the Pakistanis in the United States as compared to 37% of the students in Pakistan desired to settle down in America.

Table 15 PLANNING TO STAY IN THE U.S.

<u>Number of Years</u>	<u>Number of Students</u>
6 months	2
1 year	13
2 years	19
3 years	26
4 years	8
5 years	11
6 years	7
7 years	4
8 years	2
8½ years	1
Undecided	24

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8. Non-Academic Activities

Speaking before various organizations was the only major non-academic activity reported by 75% of the students. Other activities participated in by a few students were International Student Clubs, Muslim Student Associations and organizing various chapters of the Pakistan Students Association of America.

The groups before which the students spoke were high schools, churches, men and women service and professional clubs, academic classes and societies, YMCA and YWCA groups, PTA meetings and appearances on radio and TV programs. The subjects of the Pakistani student talks included: life and customs in Pakistan, the Kashmir dispute, Islam, impressions of the U.S. and various subjects within their own specialized fields of study.

3. GAIN FROM STUDY ABROAD

It will be recalled that 84% of the college students in Pakistan wanted to study abroad in order to gain up-to-date and specialized knowledge and training. When the same question was asked of the Pakistani students in the United States, there was a significant shift in order of preference. Only 37% reported knowledge or training as their primary reason for study abroad; 56% felt they were bettering their prospects on return home and the remaining 9% valued it as an opportunity to visit a new country, and a means of broadening their outlook.

C. REASONS FOR CHOOSING AMERICA

The choice of the United States with Pakistanis already studying in the U.S. was largely influenced by the offer of better educational facilities, name scholars and world famed universities, the practical orientation of American courses, and the opportunity for practical experience after the completion of studies. The possibility of obtaining a job which would supplement tuition expenses and the political friendship of the United States and Pakistan were also listed as major reasons for choosing the United States.

Many reported that they had come because of recommendations by American-educated Pakistanis, both those at home and those still studying in the United States. For quite a few the choice was made for them by the agency which had offered them scholarships.

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Some students emphasized that they came to America, because it was less difficult to gain admission to colleges in the United States and that the requirements for degrees were less strict than those in many European countries, particularly England. One Pakistani wrote:

"Admission in English, French or other European universities is much more difficult to secure... otherwise, I would have never come here. I am still trying to go to England or France or any other European school, but admission is a big problem. In other areas where admission is available (i.e. in the Scandinavian countries) I do not know the language."

The relative ease with which a degree could be obtained in some institutions in the United States was testified to in a case before the Ministry of Education. A Pakistani who had failed to obtain a B.Sc. in Pakistan had come back from the United States in nine months with a M.Sc.. Such cases have added little to the prestige of an American education.

D. PRE-DEPARTURE PROBLEMS OF THE PAKISTANI STUDENTS

The problems of the Pakistani student studying in the United States are varied and begin as soon as he starts preparing to come to the United States. This presentation of the problems, as reported by the students themselves, may aid foreign student advisors and others interested in assisting foreign students before and after their arrival in the United States.

1. Admission

Students reported various kinds of admission difficulties. They lacked information on where and how to find the school which would offer courses of their choice, which would recognize Pakistani degrees and be unprejudiced against the Pakistani "brown" skin.

Of the group questioned, 69 had secured their admission themselves, encountering all the difficulties mentioned above. Seventeen had secured admission through friends, 9 through the Institute of International Education (IIE), 8 through the Pakistani Educational Attache in Washington, D.C., 5 through

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the International Cooperation Administration of the United States (ICA), and 9 through other U. S. government agencies, private organizations and student relatives in the United States.

2. Choice of School

Fifty-nine per cent selected their school primarily because of its "reputation". Other factors were: recommendation by Amgrads, the reputation of the professors, the low cost of living, the ease of admission, the courses of study desired, the shortness of time required for degrees, the recommendations of American professors in Pakistan, and the attractiveness of the school's catalog.

3. Lack of General Information

Eighty-two per cent of the students declared that they had lacked information on one or more aspects of their stay in the United States. Twelve per cent declared that prior to their departure they had absolutely no information about their college, tuition, the methods of American teaching and examination, the degree requirements, American Food, the possible living arrangements and social customs. They lacked knowledge chiefly in 1) method of examination (80% of those questioned),

2) the type and names of food (71%)

3) method of teaching (68%)

4) social customs (57%)

5) living arrangements (48%)

6) degree requirements (40%)

7) tuition fees (36%)

Like the students in Pakistan, many had the idea that the tuition fees would be no higher than the relatively low fees they had paid in Pakistan. These fees in Pakistan average from Rs. 150-200 (i.e. app. \$30-40), while those in the United States average from \$500-800 (Rs. 2500-4000) for an academic year.

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Some expected a written examination only at the end of each year rather than objective quizzes throughout the semester. They expected their education to consist of formal lectures and practical training and not class participation in an informal exchange of ideas.

The students recommended that a prospective Pakistani student coming to the United States should have: 1) a plan of study tailored to employment opportunities available in Pakistan; 2) knowledge of degree requirements; 3) knowledge concerning opportunities for part-time work while studying; 4) knowledge of the United States immigration rules and regulations; 5) information on the climate in their particular area of the United States; 6) an ability to speak and understand English; and 7) general familiarity with America's past history and contemporary problems.

The students felt that their lack of knowledge about the social mores of American life was a prime reason for their inability to mix satisfactorily with Americans. It was felt, as one of the women declared, that Pakistani men were so uninformed and naive before they came, that in the U. S. they "went wild about the American girls, embarrassing the Pakistani girls and creating a very bad impression of themselves in the Western mind." It was felt, also by the students themselves that too often they came to the United States with a lack of understanding of the necessity of doing without servants, and a lack of familiarity with American etiquette in general.

Because of their lack of information before coming to the United States, 28% were in what they felt to be the wrong institution, and expressed a desire for transfer. Their specific dissatisfactions, in order of frequency, were: climate, discrimination against their dark skin (in the South), lack of employment, high tuition, inability to get along with teachers or advisors and the realization that the University did not have the national reputation or provide the experience for which they had hoped.

4. Travel, Passport, Dollar Exchange and Visa Problems

Thirty-five per cent had difficulties in obtaining a passport from Pakistan, and complained bitterly about what they felt was gross inefficiency among passport officials. The

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majority of this group stated that without constant pressure and definite "string pulling", their passports would have been unobtainable for many months. Very few students complained of visa problems, although a few mentioned their indignation at being asked to submit to finger-printing, which is generally associated with a criminal act in Pakistan.

Students also complained of the great amount of time needed to complete arrangements for dollar exchange permits, and of the delay in receiving permit renewals. Because they depended on money from home, a delay often caused a financial crisis for them. Although some lamented the fact that they were allowed a lesser amount of dollar exchange, they understood and appreciated Pakistan's limitations.

Those complaining of United States immigration restrictions felt most hindered by not being able to travel in Canada¹¹, or take a part-time job to supplement their funds. Those who did secure the desired permission had difficulty in finding a job. Some students reported a lack of information on travel regulations and economical means of transportation before leaving home.

Forty per cent of the students on various scholarships complained that they were not given sufficient time to take care of their personal arrangements before leaving Pakistan, having been given advance notice of from week to a day. Such cases were evenly divided between the students from East and West Pakistan.

E. ADJUSTMENT TO NEW LIVING ARRANGEMENTS

Forty-five per cent of the students were dissatisfied with their housing and eating arrangements and reported many difficulties and unpleasantnesses. The majority of them related how a vacant place would turn into "just Rented" as soon as the landlady or the landlord would answer the bell and see their complexion.

Twenty-five per cent complained of the lack of spacious living and of the "community bathroom". The students in this group would have liked to have an apartment with kitchen facilities, but because of the high cost of such an arrangement, they had to give up the idea. A few were dissatisfied, because they had been given rooms with students from other foreign lands, especially from South America. They felt that since

¹¹ Because of single entry visa.

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neither could speak the other's language, it inhibited exchange of information or ideas, so vital in the initial period of adjustment.

F. LACK OF NEWS FROM HOME

Sixty-seven per cent expressed a need for news from home while in the United States. They felt there should be some sort of "news digest" or "newsletter" to give them information about their homeland, and that the Pakistan Embassy in Washington should perform this service.

Knowledge about events at home was regarded as vital for Pakistani students, because they were invited as speakers by community groups and organizations, at which time questions on current happenings were asked. The students believed that, because they were often the first Pakistani such a group had ever met, their presentation and response should prove them well informed. After all these students are "unofficial Ambassadors" of Pakistan.

G. STUDENTS' EVALUATION OF THEIR U. S. EXPERIENCE

1. Complaints Regarding American Education

12% of the students declared that they did not feel that their education in the United States was valuable, that they were not getting the type of education for which they had come. Seventy-two per cent stated that their courses were too theoretical and not oriented towards solving problems peculiar to Pakistan. Some complained of being required to attend lectures and take courses which would not be immediately applicable in Pakistan, such as American history, religion and foreign languages. Twenty-seven per cent declared that their studies had not been as valuable as they could have been because they did not have a good command of English. Forty-five per cent reported an inability to adjust appropriately to the American educational system.

2. Valuable Changes in Outlook and Philosophy

Ninety per cent found their stay in the United States had been highly fruitful, because of a happy change in their out-

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look on life, themselves, their country and the United States.

The students felt that the greatest change was in their own personal philosophy. Again and again they reported a new appreciation of and tolerance for the differences of ideas and ways of living, a new sensitivity to their social environment, and a new respect for the dignity of labor and the laborer himself. They reported a new understanding of hard and efficient work in terms of realistic planning, personal application and a recognition of the value of social interaction and cooperation.

Some declared that they now veered toward a more materialistic attitude towards life. As one student wrote: "I have now found that money is of the utmost importance and without its incentive, nobody can and would work." But others reported, a very new sense of responsibility, idealistic dedication and willingness to work for a "cause" rather than just for their own benefit.

It was recognized that the trip to the United States had enkindled feelings of duty and devotion to Pakistan. They became more patriotic and willing to serve their homeland and more intensely aware of and interested in helping to solve its problems.

Many named graft, bribery and corruption first on their list of "evils" they wanted to fight on return home. Some even felt that their experience in the United States had brought them closer to their own religion. As one student reported:

"I have gained back my faith now and know that only the divine teaching can give us the things we want; I have realized my duty to show ourselves and the world that Islam is the source of better life... I have come to understand my religion and what it means. It is the only way to live which will bring us prosperity and progress in the true sense of the word..."

Some found it most valuable that they could now see their religion objectively and, therefore, distinguish between its inner philosophy and its outer forms of ritual, added through contact with the Hindus.

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Many students praised the American educational system because it helped change their outlook on life and on themselves. They felt that the parts of their study that contributed most to this change were personal research and the intellectual give and take of discussion groups and classes. As one expressed it:

"To listen to each individual's opinion with patience in class, to extend a helping hand to one another, to work in an organization with a friendly feeling towards all, and to think out each item of work in terms of improvement is my most valuable lesson learned in the U. S."

3. Changes in Ideas About America and Americans

It may be noted that the qualities listed by Pakistani students in Pakistan as reasons for choosing the United States for education have also made an impression on students in America. The sample in the United States praised the Americans for their ability to "work hard and enjoy hard"; their sense of duty, appreciation of the dignity of labor, friendliness, hospitality, curiosity, honesty and frankness; their politeness, informality, value of time and organizational efficiency; their ability to earn and study at the same time, their insistence on equal opportunities for all; and their appreciation and encouragement of talent.

Their stay in the United States also seems to have changed many of these students previous conceptions of the American way of life. Those who had been sceptical of the words they had heard-- democracy, equality and freedom--were impressed to see that these really existed. The few who had previously been over-enthusiastic about the Western way of life were now able to see these American phenomena in true context and, therefore, realize that Pakistan could not import them in toto, but only adapt them in part. As one declared:

"I have learned the 'tools', but I adhere to the basic ideas of my society, our outlook on

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life, our philosophy, now more than I did in Pakistan. The more I see the Western way of life, the more I am convinced that it would be a sad day for us if we took all the American ideas without change... It is the essence of my study of Western culture and civilization that it should not be tried in Pakistan..."

Ninety-one per cent of the students had visited American homes, and most were impressed by the modern conveniences that seemed to make household work a pleasure instead of a chore, the economy of space, the decorativeness and cleanliness. All were impressed with the American woman's ability to keep her house without servants. The women students were pleased by the fact that the American husband helped around the house which, as one stated, Pakistani "men would be insulted to do."

Most however, criticized many of the new things they discovered about Americans and the American way of life. Many called Americans too materialistic, too interested in and free with the opposite sex and disrespectful of their elders whom the students felt should be given much more respect. They also condemned the Americans for their often superficial friendliness.

One of the most repeated criticisms of Americans was their ignorance of other countries, and especially of Pakistan. It was agreed by the majority of the students that most Americans, whether students, or advisors or teachers, had a very poor conception of Pakistan. It was felt that Americans too often viewed other countries basically in terms of that country's attitude towards Russia, i. e. as "pro-communist" or "anti-Communist". Therefore, it was felt that those Americans who had heard of Pakistan knew of it and were friendly towards it only because of its military pacts against Russian aggression.

The students felt that most Americans pictured Pakistan as a land with a very mysterious and primitive civilization. Some American concepts were:

"Many regard it as part of Arabia, India and even South America. They believe that

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people are dying of hunger...that there is a caste system, that all Pakistanis are thieves, rajahs, maharajahs, princes, ... war-like and ferocious,...live in jungles and tents, have four wives,...milk cows in the streets, ... eat snakes,...no food, no industry, pro-American,... ride elephants,... wear grass skirts..."

Perhaps, the students were most irritated by the fact that so many Americans regarded Pakistan as part of India, and partition as only an artificial and temporary arrangement. Others pointed out that they were amazed at the educated Americans who confused Moslems with Hindus, and thought that "Mohammedanism," "Moslem" and "Islam" were three separate religions.

The majority of the students stated that their professors seldom, if ever, referred to their country and its problems. Some students had professors who had travelled to Pakistan, but even this in some cases was regarded as a liability, for the teacher now assumed himself to be an "expert" on Pakistan after his short visit. Many others felt that their teachers were interested in Pakistan and wanted to know more about the country¹².

The over-all attitude toward American-Pakistani relations was favorable, but qualified. Many believed that fear of Russia played too great a part in our alliance. The strongest critics sensed a lack of American respect for Pakistan, and pointed to the United States' refusal to demand a settlement of the Kashmir dispute, charging it to be "an appeasement" of India.

H. EXPECTATIONS UPON RETURN HOME

1. Hopes for Job Opportunities and Utilization of Acquired Knowledge

Only 34 of the 117 were studying in the United States with the knowledge that they could go back to the job they had held in Pakistan. The remaining 71% had no jobs lined up for them on completion of their studies in the United States. This

¹² It is interesting to note that 52% of the Pakistani students felt that their teachers and advisors gave them more attention, because they were foreign students. 46% found no preferential treatment, while 2% did not reply to the question.

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group indicated that they will be looking for suitable jobs as soon as they finish.

Seventy per cent seemed optimistic and confident that "if given the opportunity, encouragement and facilities" most of the knowledge gained in the United States could be put to immediate use in Pakistan. However, many serious doubts were expressed about being able to receive the "opportunity" and "encouragement" in Pakistan. Fifty-three per cent foresaw difficulties in getting their new ideas accepted. They felt that resistance would come primarily from their superiors whom they envisioned as autocratic, self-centered, steeped in bureaucracy and tradition. Others pointed out that the British-trained senior officials will show their prejudices against American training and education. Considerable pessimism and anxiety was expressed on the over all application of their acquired knowledge.

2. Salary in Pakistan and Desired Increment

Of the 67 students who had been employed in Pakistan (including the 33 who resigned on departure), 60 reported receiving an annual salary of \$23 to \$263 per month¹³. Seventy-one per cent of these had a salary range of \$23 to \$76 per month. The 33 who had resigned before leaving Pakistan were chiefly from the lowest income bracket.

Table 16 SALARY RANGE OF THOSE EMPLOYED BEFORE THEIR DEPARTURE

<u>Salary Range</u> <u>per Month</u>	<u>Number of Students</u>		<u>Number Who Resigned Before</u> <u>Departure</u>
\$23 - 37	...	14	 10
40 - 59	...	12	 7
60 - 76	...	17	 9
81 - 96	...	8	 5
100 - 125	...	6	 1
140 - 150	...	2	 1
250 -	...	1	 0

¹³ The remaining 7 did not report their salary in Pakistan.

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Of those who still held their Pakistan employment, 74% considered their former salaries as totally inadequate. Among those not employed, when asked the minimum salary that they would be willing to accept, a large proportion answered Rs. 500 to Rs. 1100 (\$100-\$200) per month.

**Table 17 MINIMAL SALARIES STUDENTS WOULD
ACCEPT ON RETURN HOME**

<u>Monthly Salary</u>			<u>Number of Students</u>
<u>In Dollars</u>	<u>In Rupees</u>		
- \$ 60	- Rs. 300	.....	2
\$100 - \$130	Rs. 500 - Rs. 650	.....	16
\$150 - \$200	Rs. 750 - Rs. 1000	.....	36
\$250 - \$300	Rs. 1250- Rs. 1500	.....	13
\$375 - \$500	Rs. 1875- Rs. 2500	.....	8

The students declared that they deserved and needed higher salaries, both to compensate for their education abroad, and because of the higher standard of living to which they have become accustomed. It was pointed out that the friends and the family of the student studying in the United States also expects him to have a higher salary which accompanies a post of significance. Otherwise, he will be taunted as being a "failure" or they will attribute this "lack of success" to the "valueless American education." They realized, however, that they could never expect the extraordinarily high standard of living they enjoyed in the United States. All they sought was a salary which would provide better living conditions, and relieve them from personal monetary worries.

5. AMGRADS IN PAKISTAN

A. DEFINITION OF THE GROUP INTERVIEWED

One hundred thirteen Amgrads in Pakistan were interviewed- 103 men and 10 women. Fifty-nine from West Pakistan and 54 from East Pakistan.

1. Age and Marital Status

The sampling covers an age range of 21-53 years, with 84% of the group being between the ages of 28 and 46 years. Eighty-five per cent were married. The majority had one to three children, although two have nine.

Table 18 NUMBER OF CHILDREN

<u>Number of Children</u>	<u>Number of Students</u>
none	11
1	13
2	21
3	21
4	9
5	10
6	4
7	3
8	2
9	2

2. Academic Status

This group of American educated students embarked on their studies at a much more advanced academic level than the Pakistanis currently in the United States. The majority entered their study in the United States after having obtained a Masters Degree. Thirteen had already received doctoral degrees and thirty-five bachelors. Only three entered the U.S. to complete high school.

3. Duration of Stay

Ninety-seven per cent of the Amgrads questioned were in the United States during the period between 1945-1955. Most stayed only one or two years.

4. Field of Study

Most of the Amgrads had taken courses in the physical, natural and social sciences, or in agriculture.

Table 19 FIELD OF STUDY

<u>Field</u>	<u>Number of Students</u>
Physical and Natural Sciences	27
Agriculture	26
Social Sciences	15
Teaching	15
Medicine	13
Engineering	12
Humanities	4
Business Administration	1

5. Where they studied

These 113 Amgrads attended 40 universities throughout the United States. Thirty-five were in eastern universities, 36 in middle western, 17 in southern and 15 in far western.

6. Degrees and Practical Experience Gained

During their stay in the United States, 57% of the Amgrads had acquired one or more degrees. It must be noted that in some cases, students came for training and not for a degree.

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Table 20 DEGREES OBTAINED BY AMGRADS IN
THE UNITED STATES

<u>Degrees Received</u>		<u>Number of Students</u>
B.A. and M.A.	.....	1
M.A. or M.S.	.....	37
Double M.A.	.....	2
M.A. and Ph.D.	.....	12
Ph.D.	.....	12
none	.....	49

It is of interest that all of the Amgrads on Provincial Pakistani Government scholarships had obtained their degrees in the United States, in contrast to 82% of the Central Government scholarship holders, 73% of those on private funds, 57% on Fulbrights and 24% through I.C.A.

Sixty-eight per cent reported having gained some practical experience while in the United States. The remainder wished that they could have had this experience. A few reported having spent their total time in the United States in practical training. Many others had worked on farms and in factories, but the majority had the opportunity to gain this experience only through periodic field work, visits, observations and personal research.

7. Non-Academic Activities

Like the Pakistani students in the United States, the majority (88%) of Amgrads reported their chief outside activity had been speaking before various organizations.

Among the social activities, 37% of the Amgrads reported having "dated", but even out of this group 21% disapproved of it. Of the 63% who did not date at all while in the United States, 34% stated that they did approve of the practice. Sixty-six per cent disapproved, declaring that they could not condone it "as a Pakistani nor as a Muslim" and as one put it:

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"It may be allright in the U.S. There, it is a necessity as the only road to marriage...I see the horrors of it in the Kinsey report... Mixing of the sexes is bad and involves too many risks ..."

Some of those who did approve of dating qualified their sanction with restrictions on the amount of time the couple should spend together and the presence of adult consent or supervision.

Forty-three per cent declared that they had performed their religious duties while in the United States as members of Muslim associations or Islamic cultural groups or worshipping in the mosques in Sacramento or Chicago. Many, like the Pakistanis in the United States today, reported that they had become more religious than before leaving home. The 57% who neglected their religious observances did so because of lack of time, the absence of other Muslim students with whom to worship, or lack of interest.

B. GAIN FROM STUDY ABROAD

Seventy-five per cent of the Amgrads reported that their primary objective in going to the United States for education was to better their economic opportunities on return home. Twenty-two per cent had hoped for the acquisition of knowledge and 3% a broadening of their outlook. These figures when compared with the Pakistani students who have not as yet come to America' and with Pakistanis in the United States, indicate a marked shift in the primary objective in study abroad.

Table 21 PRIMARY MOTIVE FOR STUDY IN THE UNITED STATES

	<u>Better Prospect on Return Home</u>	<u>Acquiring of Knowledge</u>	<u>Broadening of Outlook</u>
Students in Pakistan	6%	84%	10%
Students in U.S.	38%	55%	7%
Amgrads in Pakistan	75%	22%	3%

Amgrads in Pakistan

C. PRE DEPARTURE PROBLEMS OF THE AMGRADS

More of this group felt that there was a general lack of information about most of the same necessary facts that the Pakistanis now in the United States listed. The 11% who knew what to expect reported, like most of the Pakistanis currently in the United States, getting their information primarily from American-educated friends and Americans in Pakistan.

Over 3/4 of the 12% of Amgrads who handled their own admission encountered many of the same difficulties reported in Chapter 4. Only 51% reported that their American universities had given them full credit for work done in Pakistan, 4% partial credit and 10% no credit. The 35% who had gone to the U.S. with no intention of working for a degree were, naturally, more easily admitted to audit and observe at the American institutions of their choice.

D. PROBLEMS OF ACCOMMODATIONS AND ADJUSTMENT TO AMERICAN FOOD

The housing problem for this group was similar to that of the Pakistanis currently in the United States. Twenty-six per cent complained that the difficulty centered around landlord prejudice against them either because of their foreign dress or their dark skin. Over and over again these Amgrads reported that rooms were denied them, even though outside signs advertised "Rooms Available". One Amgrad described the experience felt by many: "At first they thought I was a Negro. When I told them that I was a Pakistani they were nice, but they still did not give me a room."

Fifty-nine per cent of the Amgrads as compared to 45% of the Pakistanis in the United States remarked that they had a "hard time" in adjusting to American-style food. There were some who were unable to adjust throughout their period of stay, finding the food "tasteless". Others stated that they worried about pork in its various forms in disguise¹⁴ which is forbidden by Islam. Some Amgrads were able to solve this problem by cooking food à la Pakistani in their apartments. Forty-one per cent of the Amgrads on the contrary enjoyed the American food for its "quantity and nutritive value."

¹⁴ A few instances were reported where Pakistanis did not eat hamburgers, for fear that they contained pork.

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Upon return home, 35% of the Amgrads (most of them from the 41% who got accustomed to American food) had difficulty re-adjusting to Pakistani food. Many of them reported dysentery and various other stomach troubles. One of them became so seriously sick that he was taken to a hospital. Another Pakistani who had recently arrived home declared: "The hardest part of the adjustment to Pakistani food is its monotony - Curry, curry, and more curry! " A few had to readjust to the "afternoon tea," which they had skipped while in the United States. Those who found no major difficulty in readjustment found, as one student stated: "It's so good to have homemade food rather than cafeteria cooking. "

E. AMGRADS' EVALUATION OF THEIR EXPERIENCE IN THE UNITED STATES

When asked to classify in the broadest term their experience in the United States as excellent, good, fair, or bad, 74% of the Amgrads declared it "excellent," 20% found it "good" and 6% "fair." A few among the 74% found their experience even better than "excellent." None of the Amgrads felt that their total experience had been negative. Among the 14% who felt that their education had not achieved its aim were those who blamed failure on their own lack of information before departure which led them to institutions not providing the courses and experience they wanted or to a forced change in their field of study or through inability to complete their degree due to family or financial difficulties.

1. Problems of Academic Adjustment

Forty-seven per cent of Amgrads as compared to 45% of the Pakistanis currently in the United States, complained of difficulties in adjusting to the American educational system. But the majority had considerable praise for almost every one of these new educational methods when compared to those in Pakistan. Though they complained about the constant reports and quizzes, they also felt that these kept them "on their toes" and forced them to keep up with their studies throughout the entire semester. They praised the practical and realistic orientation and the flexibility of the American curriculum, the informality and tolerance of open discussion, the insistence upon original research and the personal counselling available for students.

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There was criticism that the acquisition of knowledge was sometime made too easy for the students. Some felt that there was over-emphasis upon examinations and an abundance of what they felt were unnecessary and unrelated requirements on the post-graduate level and too great a degree of informality not conducive to disciplined learning.

The Amgrads had great praise for their advisors and professors and their ability to guide students so that they would be scholarly, systematic and original in their courses and lectures. When there was condemnation, it was of the professor's stress on quotations and statistics, his lack of knowledge of the problems of foreign students and their homelands, and his failure to build up a greater student-professorial contact due to the professor's many other necessary duties. Those who did not attend school but were taking training reported receiving help from their American friends, the directors, managers and field co-ordinators of their programs.

2. Changes in Personal Outlook

With one exception, the 113 Amgrads (like the 90% of Pakistanis in the United States) reported changes in various kinds in their outlook, thinking and approach to work brought about by their stay in the United States.

Those reporting changes in their personality emphasized that their "breadth of vision had increased"; that they had gained in self-confidence, learned to be more tolerant, and to "appreciate the viewpoint of others." These Amgrads reported that they had become more independent and self-reliant, that they had learned to "think and speak more precisely," to "admit their faults," and had gained an appreciation of the value of time, sociability and informality.

The treatment of and attitude toward subordinates underwent a change as was described by many of these Amgrads: "I don't ridicule the mistakes of my subordinates as I used to"; "I work with them and not over them"; "I feel all subordinates in their duties do as important work as I myself."

The third most frequent change was in their attitude and method of work or in their field of interest. The most oft repeated remark was "Now I am really interested in my work and research." One teacher declared: "My lectures are no longer dry, they are now mixed with humor here and there."

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3. Changes in Attitude Towards America, Americans and U.S.-Pakistan Relations

An over-all favorable change was reported by the Amgrads in their attitudes towards America, Americans and the United States-Pakistan relationship.

It was repeatedly stated by many that they now felt "each nation has its faults and merits, which from a distance we exaggerate and misunderstand." Said one, "Closer contact, particularly on a personal level, showed me that America was not that bad, as a matter of fact better than Pakistan in many respects."

Most of the complimentary adjectives were the same as used by the Pakistanis in the United States. Added to these was the feeling that Americans by in large are a religious people.

All the Amgrads (as compared to 91% of the Pakistanis in the United States) had visited American homes. Favorable and unfavorable impressions were the same as expressed by the students in the United States. There was greater criticism among the Amgrads of the lack of family solidarity. They felt a lack of family ties not only between the family and the grandparents, but also between the parents and children. In many cases this was excused because of economic reasons, but as one student put it, "when my landlord charged his mother for breakfast, lunch and dinner...it was too much."

The Amgrads were more critical than Pakistanis now in the United States of the racial prejudice found in the United States, exhibitionism among American women, and the lack of knowledge about Pakistan.

Seventy-five per cent (like the majority of the students in the United States and Pakistan) approved of the present Pakistan-American relationship but with reservations. A feeling of hurt pride was expressed regarding Pakistan's continuous loss of self-respect by becoming an "economic satellite" of the United States. The consensus of opinion was that Pakistan was not properly and effectively utilizing the aid being given to her by America.

It was felt that the best help that America and its people could give to Pakistan was to help her to help herself.

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The only aid desired was aid with no strings attached. The most important way for the United States to aid Pakistan, according to the Amgrads, was to help Pakistan in educating her youth at home and in the United States. Furthermore, they suggested that America could assist in the proper utilization and adjustment of the educated group by providing them with facilities, equipment and, in some cases, loans for those who wished to start new ventures in Pakistan.

F. UPON RETURN HOME

1. Amgrad and His Family

Virtually all reported a favorable reaction upon their return and thereafter. They felt that their American education had given added prestige to them, and to their families. Only two stated that their relatives, contrarily, now condemned them and their families for their adoption of what they call a "radical, un-Islamic and foreign outlook."

2. Amgrad and His Friends

Reactions of friends were evenly divided between favorable and unfavorable. Half of the Amgrads felt that their friends were proud of them, appreciated their new ideas, esteemed their broader outlook and looked on them with greater respect. The other half found jealousy, especially among their colleagues. This antagonism was felt in the "belittling" they received. Many in this half of the group reported that: "I don't fit in with my old friends"; "They feel jealous about my added qualifications"; "They regard me as a threat to their personal ambitions and progress"; "They try to pull my leg."

3. Amgrad and His Subordinates at Work

The reaction of subordinates in every case was favorable. The Amgrads felt that this confidence and respect was due to their own friendly and human approach, their delegation of responsibility, their encouragement and interest in the problems of their subordinates. Some reported that their junior colleagues were so impressed that now they are planning to go to the United States for higher education.

4. Personal Advancement on Return

Prior to their departure to the United States, the basic pay of employed Amgrads ranged from \$24 to \$273 per month. On

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return, the salaries of 107 of 113 Amgrads (5 did not report and one was unemployed) ranged from \$53 to \$841 per month.

In general, statistics of the salary scale of 107 Amgrads before and after they studied in the United States show that there was a modest increase in salary (mostly due to the yearly increment), until the third year after their return. In subsequent years the salary increases were very significant. For example: During the 5th year after return to Pakistan, one Amgrad's salary was Rs. 1450 per month as compared with Rs. 200 before study in the United States; in another case, it is Rs. 4000 as compared to Rs. 800. During the 6th year after return an Amgrad was drawing a salary of Rs. 615 as compared to Rs. 200, and another was receiving Rs. 2000 as compared to Rs. 750. In the 7th year after return, all but two of the Amgrads listed had trebled or quadrupled their salaries.

With the exception of five, the Amgrads felt they deserved more pay. The greatest dissatisfaction regarding their present earnings came from those who had been back in Pakistan from one to three years. These Amgrads repeatedly pointed out their value in terms of dollars and cents, had they chosen to stay in America for good.

5. Non-Utilization of Acquired Knowledge

Less than half (42%) declared they were able to use some of the knowledge and experience they gained in the United States in their current position. Ninety per cent of this group stated that if they had been asked about their utilization of knowledge in their first, or even their second year back in Pakistan, they would have been forced to evaluate their experience in America as a waste of effort. It was pointed out that a great amount of patience and struggle was required on their part, first to get into a position for which they received training in America and secondly to get some of their ideas accepted and put into effect.

All the Amgrads (and particularly the 58% reporting non-utilization) attributed this to three main factors:

- a) vocational misplacement,
- b) the tradition-orientated system and
- c) faulty employer-employee relationship.

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a. vocational misplacement

Eighty-nine per cent returned to Pakistan looking for work. This was a major problem, because they sought positions that would both utilize their knowledge and experience gained in the United States and offer ample opportunity for a decent standard of living and future advancement.

Improper placement was frequently reported. This waste of talent was thought to require immediate attention, particularly when it has been stated so frequently that Pakistan is short of men and women with talent, knowledge and training. Dozens of examples were cited where persons trained in one field were working in another. For example, an engineer who had studied and received practical training in road building was employed as a Public Health Officer. In another case, an Amgrad with an animal husbandry degree was teaching courses in economics. Another, who had studied agriculture, was now in the field of education.

Of course, it should be stated that some of these misplacements came about because of willingness to accept "any" position so long as it paid higher salary. There were also instances where an Amgrad on return had been promoted to a higher position due to his foreign education. Though this position helped raise his prestige and standard of living, it took him out of his field, because now he was only an administrator rather than a teacher in the field of agriculture.

b. the tradition-orientated system

Doing things as they have always been done regardless of consequences; seniority regardless of ability; the painfully slow tempo of life at work; the absence of adequate organization of work and the lack of long-range planning were regarded as next in importance and as factors not conducive to utilization of new acquired training and experience.

This conservatism on the part of the bureaucracy, leading almost to inaction, was attested to by many American officials and non-officials in Pakistan. A spirit of pioneering, courage to make and execute a decision and determination to go ahead with bold reforms in the political, social and educational spheres were generally absent, according to the Amgrads. Unless the present orientation towards a traditional

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way of solving new situations is modified, the Amgrads felt that they might never get a chance to utilize their skills.

c. faulty employer-employee relationship

Thirty-two percent stated that their immediate boss had an unfavorable attitude towards their American education; and hence was not favorably disposed to their suggestions or proposals. These classified their superiors into two groups. Those who received their training in Great Britain, a group which makes up the greater part of the present Pakistani elite, and those who did not have the opportunity to go abroad. These superiors belittled the importance of American degrees, training and experience.

The feeling expressed by this group was that the attempts of their superiors to spread rumors about the amount of time they wasted in the United States, and to make them look like "outcasts" was probably based on a feeling that the Amgrad was a threat to their position. "After all, I have better qualifications...my articles are published in many journals and my colleagues respect my judgement. This does not hold for him..." said one Amgrad in West Pakistan. Many of those who were currently satisfied with their employers stated: "He thought I was no good, but time and hard work proved that he was wrong. Now he is friendly."

A larger number (53%) found difficulty in adjusting to the traditional superior-subordinate relationship of employer and employee. Contrary to the American way, which the Amgrads appreciated, they had to submit to an "uncreative subservience," which inhibited friendly and productive employer-employee relationships.

G. DESIRE TO RETURN TO THE UNITED STATES FOR GOOD

The most disconcerting aspect of these interviews was the Amgrads' desire to return to the United States for good. Forty-seven percent, as compared to 37% of the students in Pakistan and 38% of the Pakistanis in the United States, were actively "desiring" or "thinking" or "planning" to return to America to settle down. Thirty-eight percent desired to return for further study or research, 9% for just a trip and 7% did not desire any additional foreign experience.

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Many of the personal dissatisfactions mentioned here are the primary reasons reported among those desiring to settle in America. Better prospects, and "freedom and easy living" were upper most in their minds. The American consulates in Pakistan reported that a large number of Amgrads were seeking information on the possibilities of emigration and a fair proportion of the quota applicants each year were Amgrads.

H. SOCIAL PROBLEMS ON RETURN HOME

Important and difficult were the social readjustments of the Amgrads on return to Pakistan. Problems reported were of a personal nature and involved marriage and recreation.

The bachelors (15% of the sample) reported that they had a new desire for independence in their choice of a wife. They declared that they now regarded marriage as their own personal business, although their parents, relatives and friends refused to allow it to be so. As one put it:

"My stay in the United States has remodeled my marriage expectations. I now find it hard to accept Pakistani ways...taking a wife without seeing her first. This has created problems and tension between me and my family."

Those Amgrads who were married to American girls (4% of the sample) reported that their wives' inability to adjust was much greater than their own. Thus, their problems were magnified.

Many of the American-educated, married before departure expressed dissatisfaction with their old marriage relationships. Some of them on return desired to have their own private quarters instead of living with their parents or their wives' parents as they were inhibited; however they were misunderstood by their wives as well as their families. Two divorces have been the result of this frustration.

Due to lack of "entertainment", and "diversion", many Amgrads found "life in Pakistan dreary, dull and monotonous," especially those in East Pakistan. Inviting friends home was considered difficult and expensive. A Pakistani guest when invited expected to be provided with big and elaborate meals.

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As one student complained: "In Pakistan it is eating, not meeting."

Informality conducive to healthy friendship was felt to be prohibited because of the social stratification of one's friends, forcing the groups to be divided into classes, and parties to be either for one's subordinates or one's superiors. Stimulating an honest discussion was also felt to be "costly" in Pakistani society, because of the inability of many Pakistani friends to take differences of opinion and criticism impersonally or philosophically.

I. AMGRAD PROBLEMS OFTEN SELF-MADE

Many officials of the Pakistan government as well as several Amgrads felt that some of Pakistanis educated and trained in the United States create or magnify their difficulties of adjustment. Their problems were attributed primarily to their show of intellectual superiority, to pretention of being a specialist after a small amount of American training and education, and to their insistence on "adopting" an American way of life in Pakistan.

The basic objection of the officials and of some Amgrads was that too often an Amgrad returned to Pakistan without a desire to adjust. Now, it was stated, some Amgrads had become imitators of American culture rather than creative adaptors and objective analyzers of its good points with a view to synthesis with Pakistan's culture. Amgrads with "self-made difficulties" were condemned for their lack of or loss of social responsibility and for the adaption of a materialistic orientation with an expectation of exorbitant salaries and luxurious living standards. Also criticized was their desire to live only in the large and relatively cosmopolitan cities instead of taking their learning and training to the villages, where the majority of Pakistanis live.

It is interesting to note that the Amgrads who condemned their fellow Amgrads for becoming materialistic were themselves among the highest paid.

6. SUGGESTIONS

One can judge from the facts reported that there exists among the Pakistanis studying in the United States and those who have returned home much uncertainty and frustration, concerning their future and the value of their American education. But one must not lose sight of the possibilities so inherent in the whole program of foreign education, nor should one negate the positive changes noted in the personal philosophy of the students, their attitude towards themselves, their friends, and their country; the greater tolerance, appreciation and co-operation in working with their subordinates and their greatly increased sense of responsibility for the development of their country.

One must not overlook the faith which the Pakistanis themselves have in higher foreign education, for it is they who most emphasize the value of their American education and training. It was Amgrads who placed further development of educational opportunity second only to moral leadership on their list of major problems facing Pakistan today. The Pakistanis feel that it is through the improvement of Pakistan's educational facilities and through foreign education opportunities that the United States can best aid their country.

Therefore, the facts reported here can be used by each agency involved, the Pakistan and United States governments, the Pakistan Embassy in Washington, the American institutions accepting Pakistanis, and the Pakistani students themselves - to better individual programs and to orient them more efficiently and effectively.

A. FOR THE GOVERNMENT OF PAKISTAN

1. Foreign Education for Pakistan's Development

Only in fields where the establishment of indigenous facilities lags or proves temporarily impossible should students be sent abroad for education. Even in some of these cases it would often be less expensive, and there would be fewer adjustment problems, if foreign experts and necessary

Suggestions

equipment were imported. A primary effort of the Pakistan Government should be to improve all existing educational facilities, and to open much needed modern institutions in various fields. The importation of foreign experts should be only a temporary measure.

When leaders must be trained abroad, scholarships should be provided only to those applicants who are most willing to be trained in the occupations and professions needed for the development of Pakistan. Of course, it is assumed that the Government of Pakistan will make near and long term assessments, at the appropriate intervals, of the need for trained manpower in the various areas of national development. This information could then be publicized and made available to the Overseas National Employment Board, an agency whose establishment is suggested further in this report.

To avoid frustration and disappointment, it is suggested that all government sponsored students be told prior to their departure what their jobs entail, what the position and salary will be and what is expected of them on return. Furthermore, a Pakistani who already knows what his position and responsibilities are, should keep his department and colleagues posted about his progress in the United States. Such contact would help remove the "distance" due to his long absence and would keep him in touch with developments within his department.

2. Information and Counselling Centers

For students to reap the greatest benefits from a foreign education, they should have the proper information and preparation necessary for adjustment both in the United States and back home.

There are very few agencies now involved in the counselling of Pakistanis desiring to study abroad. From the survey it is apparent that these are unable to do an adequate job. Perhaps some Overseas Information and Counselling Centers should be established in the large cities of Pakistan-Karachi, Dacca and Lahore, to plan and coordinate all foreign educational programs for the benefit of both the individual and Pakistan. These Centers would work in close cooperation with an Overseas National Employment Board.

These Centers could perform a valuable service by giving counsel on the various phases of foreign experience and training. Their purpose would be:

Suggestions

a. To provide students with information and assistance to gain admission to foreign institutions promising the best opportunities. Discourage a student from study in the United States, if a Pakistani or Middle Eastern or Japanese or British institution could provide training better suited to Pakistan's need and conditions.

b. To encourage students going abroad to study fields which Pakistan requires for her present and coming development projects, and discourage students from studying fields of specialization not applicable in Pakistan in the near future.

c. To plan and arrange an educational program to meet the needs of both the short-term visitors¹⁵, and the long-term students desirous of a degree. This service can be done in cooperation with the Pakistani Educational Attaches abroad or other agencies interested in the international exchange of leaders and students.

d. To aid American institutions by supplying objective evaluation of the academic records of Pakistani students applying for admission.

e. To provide an orientation program describing to the students the adjustments and readjustments that will have to be made while studying abroad, and give them information that will make adjustment easier. Orientation should include information about:
1) extension of passports and various types of visas. (For example, a student who has a single entry visa and desires a trip to Canada or South America during his stay in the United States cannot do so, unless he can get a new visa from an American Consulate in Canada or a South American country before returning to the United States. To make such trips without complications,

¹⁵ The experienced administrators who have time for only a quick over-all picture or for a short practical training course.

Suggestions

students should be advised to get a multiple entry visa from the American Consulate in Pakistan.)

2) Various obligations of a foreign student under United States laws and their procedures, and knowledge about where and when to take full, or part-time employment or practical training.

3) registration, how to drop a course if necessary, class attendance, student participation in the class, assignments, types of exams, minimum grade requirements and academic terminology.

4) The rules and limitations for the various scholarship holders. (For example, a travel grantee under the U. S. Public Law 584, commonly known as the Fulbright Act, must secure permission each year to stay, by assuring his sponsor that he has adequate financial support and will carry a full-time study program. Furthermore, he can not extend his stay above a total of three years, if he wants to qualify for a return grant.)

5) Health insurance and how to obtain it on arrival in the United States.

6) Social customs, including etiquette, dress and gratuities.

7) General range of living and incidental expenses.

3. Student Passports

It is suggested that present passport procedures be standardized and simplified and a special departmental section be created for the issuance of student passports. Since the number of Pakistanis going abroad for study is very large, a section of this kind would be helpful as a center for all records on students abroad, as well as in expediting passport routine.

Suggestions

4. Financial Problems

a. provide favorable rate of exchange

Acute financial difficulties occur primarily among the private Pakistani students. Their problem was especially aggravated by the devaluation of the Pakistani rupee in July 1955, which obliged many to change to less desirable fields of study and many others to abandon their foreign studies entirely.

If it is planned to maintain and increase the number of privately sponsored students going abroad, then provisions for both permanent and emergency financial aid is necessary. One method for the former is a lower exchange rate for students, for which there are precedents¹⁶. The Iranian government in 1956, with 1,767 students in the United States alone, allowed nearly 1,500 of them the privilege of buying dollars for tuition expenses at almost half the official rate. The United States, as the receiving nation, has also provided this assistance in the past to Chinese Nationalist students¹⁷.

b. Assist Married Student

To help eliminate many personal problems, it would be most helpful if, whenever possible, married students were given some monetary stipend to allow their wives to accompany them and thus prevent prolonged separation. It is not difficult in Pakistan to find family members who would gladly take in the children of the Pakistani couple going abroad for studies. Not only would this ameliorate or solve a very difficult social problem, but it would also double the amount of new ideas disseminated, and spread them among a group less often reached - the women.

¹⁶ Recently the Government of Malaya has announced loans to their student nationals overseas. Students receiving these loans will be obliged to seek Government service on completion of their foreign education and training. "The money borrowed will be repaid to the Government from their earnings." The Asian Student, Vol. 6, No. 12, December 3, 1957, p. 1.

¹⁷ See Department of State Publication 6343, The Program of Emergency Aid to Chinese Students. 1949-55.

c. Extra Aid For Research

Students and leaders who come to the United States should be encouraged to publish their original research in order to spread the benefits to as much of Pakistan and other similarly developing countries as possible. This writer has seen published in recognized Pakistani and American journals original theses prepared by Amgrads. Most of these scholars declared that because they had carried out this research on their own meager resources, the scope and resultant value of their projects was greatly limited. It would be helpful to create a fund to which foreign students in the United States and those who have returned home can apply for the sponsorship of their research projects.

5. Utilization of Foreign-Educated

The utilization of Pakistan's potential leaders needs strengthening and it is suggested that a special semi-governmental, semi-private agency be established for this purpose. This agency may be entitled The Overseas National Employment Board. On this national board would be representatives from the various ministries of the Government of Pakistan, the Pakistan Public Service Commission, the Pakistan Industrial and Agricultural Development Corporations and Private Industry.

The O.N.E.B. would keep up-to-date records of the names of students going abroad and of those who have come back, their curriculum vitae and their field of study. This information could be made available to the government and to private industrial planners seeking qualified men and women for new projects. In other words, the O.N.E.B. should function as an employment center to which both the returning students and the Pakistani employer could go. Here the student would receive information on the fields of training which are most needed by Pakistan and, therefore, will provide important opportunities for employment success in the future. He could keep in constant touch with these opportunities while abroad, and on his return to Pakistan he could be impersonally evaluated and steered to the agency which could best use his education and training.

Here, Pakistani employers could obtain objective information on the applicants' abilities and education. It would be the O.N.E.B.'s job to explain the merits of the training

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of each American institution, because employers recognize the names of only the largest and oldest American institutions, and hence, often arbitrarily ignore and deprecate other American schools. This not only results in hardship for the Amgrads, but also for prospective Amgrads by discouraging them from applying to any but these "big name" schools. Here, both employer and Amgrad could bring their complaints for mediation and resolution. Also Pakistan would receive frequent first-hand assessments of the value of the leadership of the American educated.

6. Legislation To Prevent Emigration of Amgrads

Is there any benefit to Pakistan if after spending hard earned dollar exchange on a Pakistani student's education abroad, the Amgrad goes back to America as an immigrant? The answer is simple and obvious. The United States has already realized the importance of this dilemma and has passed legislation, whereby:

"No person admitted as an exchange visitor ...shall be eligible to apply for an immigrant visa...,until it is established that such person has resided and been physically present in a cooperating country...for an aggregate of at least two years following departure from the United States..." 18

This is limited legislation and does not include students who are privately sponsored. I suggest that the Pakistan National Assembly pass appropriate legislation discouraging returned Amgrads from immediately acquiring immigrant status in any foreign country. There should be a considerable and lengthy waiting period before applications can be submitted for emigration.

¹⁸ U.S. Senate, Report No. 1608, 84th Congress, 2nd Session.

B. FOR THE PAKISTAN EMBASSY IN THE UNITED STATES

The Pakistan Embassy and the Educational Attache as an extension of the student's government in a foreign country, can be of greater assistance to the students. The following services are suggested:

1. provide emergency loans a) to those waiting for money from home, or b) to a student requiring financial assistance due to sudden illness or family troubles at home or changes in foreign exchange rates.
2. help in securing full-time job experience related to the students training on completion of his academic studies.
3. the Embassy could also serve as much needed center for both research on and news from Pakistan.
Those doing research in the United States on Pakistan problems have been constantly frustrated by the lack of information on Pakistan in the average American university library. If current data, statistics and documents could be made available by the Pakistan Government through the Educational Attache, more students could be applying their American education to Pakistani problems while still in the United States. This material could be supplemented by Amgrads.
4. the present publication of the Pakistan Embassy, Pakistan Affairs, is considered inadequate by the students, because it is designed solely for the American public and presents only the

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rosiest and most generalized picture of Pakistan's success. A weekly air edition of a good Pakistani newspaper is most desirable. However, for the present it is suggested that the office of the Press Attache of the Embassy of Pakistan make available to the students at cost the copies of the Pakistan News Digest, and provide the Pakistan Student Association of America with frequent news about their homeland, its problems and employment opportunities in order that the P.S.A.A. could in turn keep the students up-to-date in their publication, The Pakistan Student.

5. a greater circulation of the Pakistani Ambassador, and particularly the Educational Attache among the Pakistani students in the United States is strongly suggested. This would be an invaluable way for the students to keep themselves informed of educational, economic and social developments at home and at the same time for the government to know and evaluate the potential leadership of Pakistan. Such visits with the students should certainly help reduce the existing worries about job opportunities and uncertainty about the utilization of their acquired knowledge on return home. It would boost students' moral and strengthen their loyalty to Pakistan. The Pakistan Embassy in Washington could also refer visiting Pakistanis and Americans just returned from Pakistan to the Pakistan Students' Association of America and its affiliated campus associations as speakers for their meetings or informal get-togethers.

C. FOR AMERICAN INSTITUTIONS ACCEPTING PAKISTANI STUDENTS

1. Insistence Upon Adequate Admission and Academic Performance

Some of the Pakistani employers' prejudices against and condemnation of American-education seems well-founded, though based on isolated cases. One pointed out a case of Pakistani who had failed his B.Sc. examination in Pakistan, but was admitted in a graduate school in one of the American land-grant universities, and had secured a M.S. degree in less than one year. Amgrads who return to Pakistan lacking the best education and boasting of quick and easy degrees often permanently damage an employers' conception of the value of study in America.

American institutions should maintain high standards of admission and of academic performance and not be lenient toward or "easy" on the Pakistani students. Furthermore, a booklet giving comparative ratings of the standards of various American institutions should be made available to Pakistani officials and other employers. Then, Amgrads could be judged according to the standards of the particular institution they attended, not by one bad Amgrad or a generalized concept of all American education. It is, indeed, hard for a country with a national educational system more or less controlled and standardized to understand that American education varies with the institution and can not be subject to generalization.

2. Educate for the Handling of Pakistan's Problems

Schools accepting foreign students should keep in mind the ultimate use of the education upon the student's return home. If he is only taught to handle situations as they exist in the highly industrialized America of today, the student's education is incomplete and sometimes useless. It is the responsibility of the schools accepting large numbers of foreign students from developing countries to see to it that early American problems, their solutions and the ways Americans would do it if they had to do it again, be explained and discussed. Much can be learned from the early America's struggle to survive.

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The student's success too depends upon how he can quickly, economically and ably *adapt* his knowledge to the home scene. This process could be initiated during his stay in the United States, through seminars, private student-teacher discussions and assignments related to Pakistan. American institutions will have to undertake greater responsibility if the student's experience is to be fruitful for him and for his country.

3. Greater Personal Contact with Americans in the United States

There are instances where a Pakistani student in the United States never had the opportunity to get to know Americans other than his colleagues, or see sections of America other than his campus. It is generally true that a Pakistani student on his arrival feels a bit lonely, insecure and sometimes hostile to America and Americans, and thus he does not take the initiative to meet Americans. Even if they get to know their fellow students, too few have the chance to meet and get to know the "average American."

Here is a good chance for private organizations associated with various campuses to activate their "hospitality programs." It should be noted, however, that Pakistani students do not desire to visit the homes of "professional-foreign-student-hosts", but would like to meet typical American families. Another reminder to those interested in this aspect of the foreign student's stay is that the new student coming from Pakistan would more readily accept an invitation if contacted personally rather than asked to "sign up" or fill out a questionnaire.

4. Provide Suitable Living Quarters

If the student's living quarters are unpleasant or beyond his financial means, his academic and personal life is badly affected. There are Pakistani students who have complained of difficulties in obtaining a comfortable and congenial place to reside, either because of the high cost of housing or due to their dark complexion.

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In both instances, it seems that the foreign student advisors or private service organizations can help. Lists should be prepared of houses which are conveniently located, reasonably priced and have pleasant surroundings. A further step in this direction would be to arrange an American student volunteer who would accompany the newly arrived student when he looks for a room or an apartment. This could surely help reduce the worry and the fear of outright rejection on the part of the landlady or landlord due to his dark complexion or language difficulty. These volunteers while accompanying the student could give him valuable tips regarding public transportation, food purchase, recreation facilities, restaurants serving suitable food and other useful hints, and also start the student off with a new friend.

D. FOR THE STUDENTS IN THE U.S. AND THOSE WHO HAVE RETURNED HOME

In 1954, the Pakistanis in the United States organized the Pakistan Students' Association of America not only for friendship and home contacts, but also to keep constantly alive the meaning of their education abroad. It is felt that through this national organization and its steadily growing individual college affiliates, many of the Pakistani's problems can be solved. Because the PSAA is the best organization through which the Pakistani students in the United States can be reached both individually and as a group, the Pakistani and United States Governments, the Embassy in Washington and all private institutions could do much by making use of the organization to aid and work for the students.

The Amgrads should not lose the unity of purpose and power they gained in the United States through loss of organization in Pakistan. They have already organized themselves in Lahore and Karachi as the "American Universities Alumni", and are in the process of doing the same in many of the other large cities. The next desired step would be the establishment of a National Alumni Association. Not only can the alumni associations maintain and provide professional and greatly desired social contacts among Amgrads, but they can also work positively toward useful leadership. Dr. Ivan Putman, Jr., Advisor to Foreign Students at the University of Florida, who attended a meeting of those Amgrads writes:

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"I came away from my meeting with this group feeling that here were men whose American experience had given them new ideas, ideals and enthusiasms through which they will make their mark in the development of their country."

The further development of Amgrad alumni associations may lead to more frequent meetings and conferences to discuss and exchange ideas on Pakistan's problems. A national Amgrad association journal would prove invaluable to Pakistan and all other developing countries as it would be dedicated to the solution of a developing country's problems.

We have, in this report, concentrated on the problems of the Pakistani student as he sees them. We must remember that just as the Amgrads' complaint concerning the lack of incentive, misplacement and lack of proper utilization is well-founded, so is the adverse criticism of Amgrads; who are often characterized as having inflated ideas of their own worth and the position they feel they deserve. It is their attempts to adopt American ways "in toto" rather than adapt them to suit life in Pakistan, their demands for exorbitant salaries, for appropriations for projects that Pakistan can hardly afford, and their understandable but disappointing desire to remain in the cities rather than take their education and skills to the countryside; all these create situations that result in embittering experiences for all concerned.

An ideal attitude of unselfish dedication to one's country cannot be developed overnight. However, the benefits a country can derive from its foreign trained youth should not be negated simply because mature national devotion is developing at a pace slower than desired and hoped for.

Of course, we have observed among the American educated Pakistanis in the United States and those returned home a realistic desire for self-improvement, a developing appreciation of the value of the free exchange of ideas, a recognition of the need for social interaction and cooperation, a fervent desire to help build Pakistan and an awareness of what is needed and how it could be accomplished. These are all assets and valuable gains from their experience in the United States.

Indeed, these potentials ought to be best utilized and appropriately aided by Pakistan, through the Government of Pakistan, private industry, educational institutions and by all those at home and abroad interested in the development of this new and growing nation in the heart of Asia.

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